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Annotation Text as Strategy to Teach Reading for General Communication

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ABSTRACT

The researcher conducted the research based on teaching and learning Reading for General Communication. It was carried out for the first semester students of English Language Education Department of STKIP PGRI Trenggalek, consisting 50 students. The research was purposed to apply Annotation Text in teaching and learning reading. Annotating text means giving underline, highlight, symbolic notation or code of a text. It helps the students to give notes, key words of important information of a text. The research was also aimed to know the students' reading comprehension after the annotation text applied and their response toward annotation text in learning reading. Summarization is used to evaluate the students' comprehension of the text. The students were instructed to make a summary based on the text after annotating it. Attitude scale was utilized to know the students' responses toward the use of Annotating Text in learning reading. The result of summarization showed that the mean of students' work was 82.3. Meanwhile, the result of attitude scale indicates that the students gave good responses toward the application of Annotation Text in learning Reading for General Communication.

Key words: Annotation Text, Strategy, Reading for General Communication

INTRODUCTION

Nowadays, it can't be denied that learning reading is very crucial. Greenall and Pye (1991) state that there are some differences between learning reading as mother tongue and foreign language. As mother language, learning reading is pleasure activity, but it seems difficult to produce the enjoyment when learning is started in the foreign language. The difference is also related with the motivation of learning reading. The learners of mother tongue have reason to read and they are motivated to do it because they own high self-directed. But on the other hand, the learners of foreign language are managed by their teacher because learning reading is one of classroom activities. Further, Damayanti (2019) argues that the teacher gives big role to produce the students's motivation in learning process. Harmer (2007) also explains that the environment where the students learning is formed by the people surrounding them and one of them is the teacher. It means

that the teacher has important role in learning process. Basuki et al (2018) add that the teacher should prepare the appropriate materials to support the learning process. In conclusion, good material and strategy applied by the teacher will motivate and stimulate the students in learning reading.

Some strategies for learning reading can be implemented by the teacher and the learners. One of strategies is by using Annotation Text. Zywica and Gomez (2008) define that annotation is a process of marking up a text so it will be manageable. The students annotate to highlight the important statement or information such as main idea, supporting details, key words, definition or transition of the text. Further, Simpson and Nist in Ariansyah and Fitrawati (2013) explain that annotation is one of reading strategies to improve reading comprehension. Annotation assists the students to comprehend what they are reading and put it with their own words. Some steps are implemented to annotate the text. First, the students are assigned to use their background knowledge by reading the title and intepret it. Second, the students are instructed to read twice and mark up the idea or important information of the text. Next, the students rewrite the idea or important information with their own words. Zywica and Gomez (2008) add that annotation assists the students visualize what they read. Besides, it helps the students comprehend the text, become engaged and involved in the text. It also assists the students build the reading style that will be used for next reading. If they can deconstruct or evaluate the text they are reading, they will prepare for the next reading, such as reading in later grades, at college or at work.

In conclusion, annotation not only assists students to comprehend the text and obtain important information, but it will also help them read faster and accurately because they are able to learn how to identify more important and essential information in the text. It means that Annotation Text is one of appropriate strategies applied in reading class. With a different strategy, the students are more motivated and stimulated to learn reading.

Based on the description above, the reseacher is motivated to apply Annotation Text in reading class. She conducts research based on teaching

learning Reading for General Communication which is taken by the first semester students of English Language Education Department of STKIP PGRI Trenggalek in academic year 2019/2020. The research is purposed to apply Annotation Text to teach Reading for General Communication. The researcher is motivated to know: (1) the students' comprehension after Annotation Text is implemented; (2) the students' responses toward Annotation Text. The students' comprehension is evaluated by summarization after they annotate the text.

REVIEW OF RELATED LITERATURE

Reading for General Communication purposes at enhancing the students' reading comprehension with basic reading of some texts with various topics. It also aims as practicing reading faster with good understanding of the text. In the research, the researcher utilized Annotation Text. According to Zywica and Gomez (2008), Annotation Text is related with highlighting the important statement or information such as main idea, supporting details, key words, definition or transition of the text. For example, the students are assigned to make a rectangle around the new or important vocabularies or double underline for main ideas and single underline for supporting details to help them comprehend text. Based on annotation poster and handout adapted from Zywica and Gomez (2008), Annotation Text is making symbols by: (1) giving a circle for headings and subheadings, (2) making a rectangle for key words of vocabulary, (3) giving a triangle for difficult words, (4) making a double-underline to the main idea or important information or facts, (5) using a single-underline to supporting details or ideas (evidence), (6) making an arrow to procedural things or words, (7) writing *def* to the definitions found in the text, (8) making an asterisk to the transition words in the text, (9) writing *concl* to the conclusion, (10) writing *inf* to the inferred information, (11) making equal sign with circle to the important formula and equation, (12) making a question mark to the confusing or unclear information.

Further, Flaherty (2012) defines that Annotating Text is to underline, highlight and make symbols or codes on a text by adding notes to key words,

phrases, definitions or connections in specific parts of text. Annotating text enhances the students' interest in learning reading by clarifying and synthesizing ideas, giving some questions, and capturing analytical thinking of text. It also delivers clear purpose so the students can actively engage with the text. Defining the purpose of annotation suitable with goals and learning target is very crucial. Some purposes are: (1) finding evidence to support a statement, (2) classifying main idea and supporting sentences or details, (3) checking the validity of a statement or argument, (4) deciding author's purpose, (5) delivering opinion, (6) finding character traits or motivation. (7) making summary and synthesis, (8) finding patterns or repetitions, (9) connecting, (10) predicting.

Marshall in Omheni et al (2016) also defines that annotation is a practice of handwritten that bridges the two skills; reading and writing. It means that annotation assists the learners to comprehend what they read and guide them to do writing activity. Further, Kirwan in Omheni et al (2016) adds that annotation connects the readers or learners, text and meaning. It also reflects the learners' responses based on their subjective individuality to a text. It can be concluded that annotation enhances the reading comprehension by involving the readers or the learners to the text.

RESEARCH METHOD

Qualitative design is employed in the research. Ary et al (2002) define that qualitative research is seeking the understanding of phenomena by focusing to whole from the picture rather breaking it into two or more variables. Meanwhile, case study is conducted in the research. Ary et al (2002) explain that case study is carried out as a depth or clear study from a unit. It is aimed to gain a detailed or clear description of the entity. The research is conducted to apply Annotation Text in reading class to assist the students in comprehending the text. The text used in the research is narrative text. The researcher implements Annotation Text and finds the students' comprehension after it is applied. Besides, she also wants to investigate the students' response during Annotation Text is implemented.

The subjects of the research are the first semester students of English Language Education Department at STKIP PGRI Trenggalek which consisting of 50 students. They are divided into two classes; class IA and class IB. Both classes apply Annotation Text for Reading for General Communcation learning.

The research is conducted in several steps. First, the researcher delivers a text of narrative to the students. Then she assigns the students to do skimming to gain the main idea. Next the students are instructed to read carefully and annotate the text to obtain the important information or idea by writing or giving certain sign. The researcher asks the students to rewrite the important information or idea into a draft. She then assigns the students to make a summary of the text based on the draft they have made.

In the research, the researcher uses some instruments to gain the data. She utilizes observation checklist, test and attitude scale. Obsevation is conducted to observe the activities done by the researcher and the students during the implementation of Annotation Text. The researcher is assisted by her partner to observe and complete the observation checklist prepared. Meanwhile, the test is used to evaluate the students' comprehension after Annotation Text is applied. The researher employs summarization as reading test. She instructs the students to make a summary of the text after annotating it. The text summarized is narrative text. The researcher uses scoring rubric of summarization from Chiu (2015). The score of summarization is related to: (1) Thesis Statement, with good topic and main idea written, (2) Content Inclusion and Exclusion, with supporting details arranged in a good order and leaving unimportant information, (3) Sentence Transformation, by restating or rewriting ideas with own words, and (4) Grammar and Mechanix, which related to the mechanics, spelling, grammar and usage. From the students' summary, the researcher can evaluate their comprehension after Annotation Text. According to McNeil (1992), summarizing is important to evaluate the understanding of a text. The researcher uses attitude scale to obtain the students' response of the Annotation Text. She employs Likert Scale by providing some statements about Annotation Text and assigning the students to choose five multiple responses based on their opinion. The five responses are

strongly agree, agree, undecided, disagree and strongly disagree. The researcher provides ten statements about the implementation of Annotation Text in learning Reading for General Communication. From the result of Likert Scale, the researcher takes conclusion of the students' responses toward Annotation Text.

The researcher does several steps to analyze the data. First, she analyzes the data from observation checklist to know if all activities planned to apply Annotation Text are done well by the researcher and the students. Next, she analyzes the students' result of test or summarization. She calculates the mean score of the students' score. Meanwhile, the result of Likert Scale is analyzed for each statement. She calculates the score and gain conclusion of the students' responses toward Annotation Text.

FINDINGS AND DISCUSSION

The findings of observation, test result or summarization and attitude scale are presented as follows. First, the observation checklist showed that all activities planned during the application of Annotation Text were done well by the researcher and the students. The observation was conducted by the researcher's partner during Annotation Text implemented. The observation checklist consisted of fifteen statements of activities done with two options; "yes" or "no". The following is the result of observation checklist.

Table 1. The Result of Observation Checklist

No.	Activities	Yes	No
1.	Researcher opens the meeting by greeting the students	√	
2.	Researcher brainstorms the topic of the text that will be delivered	√	
3.	Researcher delivers a narrative text to the students	√	
4.	Researcher instructs the students to do skimming to get the main point or main idea	√	
5.	The students do skimming and find the main point or main idea of the text	√	
6.	Researcher gives some questions based on the text	√	
7.	Researcher explains about Annotation Text	√	
8.	Researcher assign the students to annotate the text to gain the important information or idea by giving certain sign	√	
9.	The students annotate the text	√	
10.	Researcher guides the students to annotate the text	√	
11.	Researcher assigns the students to rewrite the important	√	

	information or ideas annotated		
12.	The students rewrite the important information or ideas	√	
13.	Researcher instructs the students to make a summary based on information annotated as draft	√	
14.	The students summarize the text based on the draft	√	
15.	The students submit their work	√	

From the table above, it indicates that the Annotation Text was conducted well. It is proven from all activities to implement Annotation Text were done by the researcher and the students.

The result of the students' summarization showed that the mean score of the whole result is 82.3. The students were assigned to summarize after they annotated the text. The important information annotated was used as draft to make a summary. The researcher utilized scoring rubric to evaluate of summarization from Chiu (2015). The evaluation was related to Thesis Statement, Content Inclusion and Exclusion, Sentence Transformation, Grammar and Mechanics.

The researcher used attitude scale to know the students' responses toward the implementation of Annotation Text in learning Reading for General Communication. Ten statements are constructed with five responses; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Strongly Agree receives a weight 5, Agree receives score 4, Undecided would obtain score 3, Disagree receives 2 and Strongly Disagree would gain score 1. The attitude scale was delivered to 50 students of first semester of English Language Education Department at STKIP PGRI Trenggalek as respondents. The attitude scale result is presented as follow.

Table 2. The Attitude Scale Result toward Annotation text

No.	Statement	SA	A	U	D	SD	Score
1.	Annotation Text helps you find the main idea of the text	27	23				227
2	Annotation Text assists you to gain supporting sentences or ideas	32	18				232
3.	Annotation Text assists you to search difficult words	21	29				221
4.	Annotation Text provides key words of the text	15	35				215
5.	Annotation Text enhances you to involve with the text	23	27				223
6.	Annotation Text assists you to	33	17				233

	select the important information or ideas of the text						
7.	Annotation Text helps you rewrite the information systematically	19	31				219
8.	Annotation Text guides you to make a summary of the text	21	29				221
9.	Annotation Text is appropriate way to use in learning reading	23	27				223
No.	Statement	SA	A	U	D	SD	Score
10.	Annotation Text guides you to comprehend the text easier	26	24				226

The result of attitude scale delivered to the students is presented as follows: (1) for the statement “Annotation Text helps you find the main idea of the text”, the score = $227/50 = 4.54$; it shows that the students strongly agree with the statement, (2) for the statement “Annotation Text assists you to gain supporting sentences or ideas”, the score = $232/50 = 4.64$; it can be concluded that the students strongly agree with the statement, (3) for the statement “Annotation Text assists you to search difficult words”, the score = $221/50 = 4.42$; it indicates that the students agree with the statement, (4) for the statement “Annotation Text provides key words of the text”, the score = $215/50 = 4.3$; it indicates that the students agree with the statement, (5) for the statement “Annotation Text enhances you to involve with the text”, the score = $223/50 = 4.46$; it means that the students agree with the statement, (6) for the statement “Annotation Text assists you to select the important information or ideas of the text”, the score = $233/50 = 4.66$; it shows that the students strongly agree with the statement, (7) for the statement “Annotation Text helps you rewrite the information systematically”, the score = $219/50 = 4.38$; it can be concluded that the students agree with the statement, (8) for statement “Annotation Text guides you to make a summary of the text”, the score = $221/50 = 4.42$; it indicates that the students agree with the statement, (9) for statement “Annotation Text is appropriate way to use in learning reading”, the score = $223/50 = 4.46$; it means that the students agree with the statement, (10) for the statement “Annotation Text guides you to comprehend the text easier”, the score = $226/50 = 4.52$; it shows that the students strongly agree with the statement. From the whole of students’ responses, it can be

concluded that the use of Annotation Text obtains good response from the respondents or students.

The findings of the research are in line with several relevant researches. Ariansyah and Fitrawati (2013) conducted the research about Annotation Text to teach exposition text. The result showed that Annotation Text was one appropriate way to use in teaching exposition text. The research about Annotation Text was also carried out by Rasyidah (2013). She aimed to implement Paired Annotation and One Stay Two Stray to teach narrative text. The result indicated that teaching narrative text by using Paired Annotation and One Stay Two Stray were similar. Yang et al (2012) also conducted a research about annotation. They used Cross-Text Annotation Sharing to enhance students' understanding of poetry. The result of their research showed that cross-text annotation sharing is more helpful to comprehend or than using conventional annotation.

CONCLUSION

The observation showed that Annotation Text was applied well by the researcher. Annotation Text was implemented with several steps: (1) delivering a narrative text, (2) assigning the students to skim to gain the main idea, (3) asking the students to read carefully and annotate the text to obtain the important information or ideas by writing or making certain sign, (4) instructing the students to rewrite the important information as a draft, (5) assigning the students to summarize the text based on the draft. Consequently, the mean score of students' summarization was 82.3 and it was categorized into good. Meanwhile, the students' responses toward Annotation Text were also good. It is proven by the result of attitude scale delivered to the students. From ten favour statements constructed, the students strongly agreed of four statements and agreed of six statements.

The researcher recommends several suggestions for the teachers, the reading learners and the future researchers. The teachers are suggested to implement Annotation Text in reading class. They can apply it with different type of text. It will be an alternative strategy to teach reading. The reading learners are

also recommended to implement Annotation Text to enhance their reading comprehension. Annotation Text assists and guides them to gain the important information or ideas easier. The future research is suggested to conduct the research about Annotation Text with different design. It will add knowledge and insight of Annotation Text in reading learning.

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